**Robust Teaching/Learning Cycle**

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**AFTER INSTRUCTION**

Determine Response to Instruction

**What will we do when some students don’t learn or learn prior to expected?**

Practice: Teachers analyze data, reflect upon student progress and respond accordingly.

**Teacher Quality Standards: I, II, IV**

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| **Cycle Component** | **Correlation to Teacher Quality Standards** |
| **Analyze Student Performance**    Careful analysis of the gathered body of evidence allows a teacher to reliably understand the needs of the students. The triangulation of student performance samples, student dialogue and standardized assessment data assure that the potential decisions made from the analysis of student performance data is likely to yield results. | * Teachers demonstrate that they analyze student learning, development and growth and apply what they learn to improve their practice. (IV.a) * The teacher collects multiple examples of student work over time and uses it as evidence of how students are progressing. (IV.a) * Initiates and leads collaborative activities with colleagues to analyze student data and interpret results. (IV.c) |
| **Verify Access**    All students should have access to grade level or above-grade level curriculum. It is an expectation that the teacher modify instruction to help student meet the grade level learning expectations. The grade level learning expectations should generally not be modified. Modifications to the general curriculum should only occur when there an individualized education plan has determined for such to be done. If a student is struggles to meet expectations from universal instruction, additional time, support, and/or intensive instruction must be provided. Teachers should work in collaboration with families and their colleagues to problem-solve ongoing student learning concerns. | * Students move to the next curriculum level or next higher course in sequence without remediation. (I.a) * Students interact with rigorous and challenging content in ways without becoming frustrated. (I.a) * Students strive to achieve the high standards set for them (I.c) * Communicates with all stakeholders to collect information about students’ development and growth. (IV.a) * Teacher modifies instruction to assure that all students understand what is expected of them, are challenged to meet or exceed expectations, and participate in classroom activities with a high level of frequency and quality. (IV.a) * Partners with families and significant adults to help students meet education goals. (II.e) * Seeks services/resources to meet diverse needs of students. (II.e) |
| **Differentiate Further within Classroom**  While differentiation is an expectation during universal instruction, further differentiation should occur if a student has not learned or has learned prior to the expectation. Teachers should collaborate with families, students and colleagues to discuss further differentiation. | * Dialogues with colleagues to make connections between school and classroom data and research-based practices. (IV.a) * Applies knowledge of student learning, development and growth to revise lesson plans and instructional strategies. (IV.a) * Develops individual student learning plan based on multiple examples of student work and information gathered from students, families, and colleagues. (IV.a) |
| **Provide Appropriate Supplemental Instruction as Needed**    At times, students may not respond to further differentiation. When this occurs additional time, support, and/or intensive intervention is needed in addition to the core curriculum. After carefully collaborating with school colleagues and significant family members, purposeful, direct, explicit, and systemic support should be provided. The results of this additional support should be carefully monitored and adjusted until results are apparent. | * Applies findings to improve teaching practice in order to support struggling and/or advanced/above grade level students (IV.c) * Engages students in purposeful, direct, explicit, and systemic literacy instruction. (I.b) * Provides literacy instruction that is needs-based, intensive, and of sufficient duration to accelerate learning. (I.b) * Established an environment and uses instructional strategies that assure that instruction address the full spectrum of learning needs, skill levels, and learning styles. (I.e) * Designs instruction to address specific learning needs of some groups (e.g. ELL, special needs, gifted and talented). (II.d) |
| **Provide Challenge and Enrichment**    All students should have access to challenging, engaging content and enriched learning opportunities. Some students achieve mastery prior to set expectations. When patterns emerge for a particular relative to challenge and acceleration, collaboration with school colleagues and significant family members should occur to determine the most appropriate pathways for student success. | * Provide a balance between teaching conceptual understandings and procedural fluency so students solve problems in a variety of ways and explain why they used specific strategies. (I.c) * Students can apply newly learned content and critical thinking and reasoning to new situations and different disciplines. (I.d) * Students select challenging content and activities when given the choice in order to stretch their skills and abilities. (II.b) * Students encourage fellow peers to challenge themselves. (II.b) |